



RI Model Academy for Personnel Evaluating Teachers:

Day 2: Professional Foundations, Support and Development,
Educator Performance and Support System (EPSS), Formative
Coaching



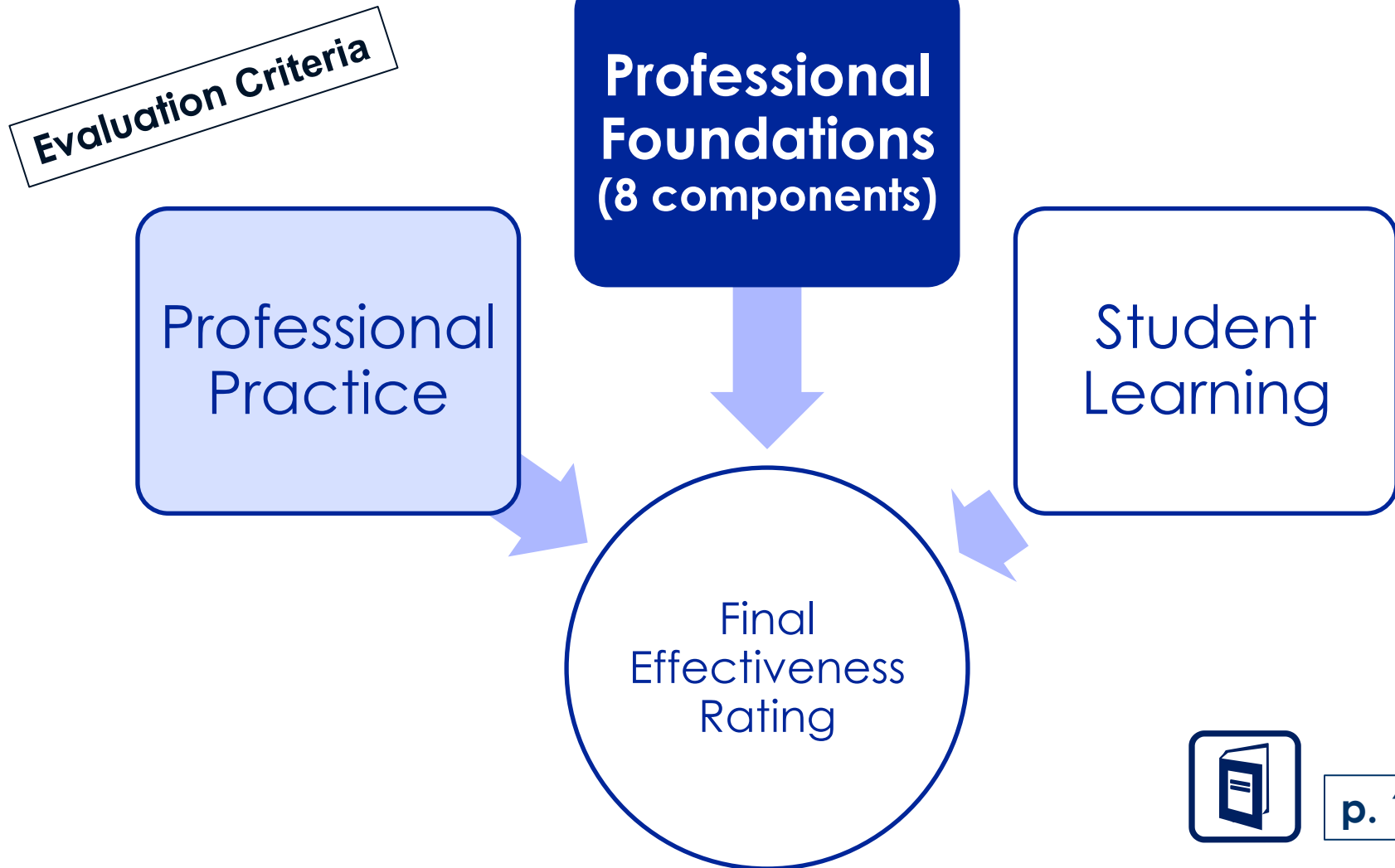
Session 1: Professional Foundations and Teacher Support and Development

Objectives

Evaluators will:

- Understand the architecture and scoring method of the Professional Foundations Rubric
- Differentiate between various levels of performance on the Professional Foundations Rubric
- Create a take-away list of site-specific evidence to share with your school team
- Understand how the RI Model supports the development of educators

Edition II: Professional Foundations



p. 11

Thinking Behind the Rating



Differences between Professional Practice and Professional Foundations

Professional Practice

- ✓ Evidence collected during classroom observations
- ✓ Scored during classroom observations

Professional Foundations

- ✓ In action and artifact evidence (p. 25)
- ✓ Scored **based on evidence collected throughout the year.**

Professional Foundations Architecture: At a Glance

Appendix 5: Teacher Professional Foundations Rubric

THE RUBRIC AT A GLANCE		
DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM	DOMAIN 3: PLANNING
<p>PF1: Understand and participates in school/district-based initiatives and activities</p> <ul style="list-style-type: none"> Knowledge of school and district initiatives and activities Involvement in school and district initiatives and activities <p>PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</p> <ul style="list-style-type: none"> Teacher interactions with parents Teacher interactions with colleagues Student or personnel records Grade books Specialist referrals 	<p>PF3: Acts on the belief that all students can learn and advocates for students' best interests</p> <ul style="list-style-type: none"> Teacher interactions with students Teacher interactions with parents Course offerings Support services offerings Student advocacy meetings or call notes After school support logs <p>PF 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</p> <ul style="list-style-type: none"> Teacher interactions with students Teacher interactions with colleagues Teacher interactions with parents or other community members <p>PF 5: Acts ethically and with integrity while following all school, district, and state policies</p> <ul style="list-style-type: none"> Required personnel file documentation of behavior Interactions with school leadership Interactions with colleagues <p>PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators</p> <ul style="list-style-type: none"> Professional Growth Plans Involvement in district or school-sponsored professional development 	<p>PF 7: Plans effectively based on accurate knowledge of how children learn and develop</p> <ul style="list-style-type: none"> Lesson and unit plans Classroom materials and learning activities Assessments <p>PF 8: Uses data appropriately to plan instruction for a diverse group of learners</p> <ul style="list-style-type: none"> Lesson and unit plans Classroom materials and learning activities Assessments



p. 93

Professional Foundations Architecture: Rubric Structure

Domain and Component

Component Description

Elements and Indicators

Performance Level Descriptions

Critical Attributes

Possible Examples

PROFESSIONAL FOUNDATIONS DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF1: Understands and participates in school/district-based initiatives and activities

Beyond instruction, teachers are responsible for understanding new initiatives in the district and school. In addition, the professional educator engages meaningfully in activities and initiatives that support the efforts of other colleagues, show appreciation to community members and recognize the academic and non-academic accomplishments of students. Any activities that may support the operation of the school and advance the knowledge and skills of adults in the school community are taken seriously and, when appropriate, led by teachers.

ELEMENTS: Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities

INDICATORS: Attendance at school or district activities • Leadership roles in a school or district activities • Contributions to school or district activities

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The teacher plays a leading role in the development or management of district and school initiatives and/or activities inside and outside of the classroom as well as those within the professional community of educators. The teacher has an awareness of the initiatives and activities led by his/her colleagues and support their work.	In addition to the criteria for "meets expectations": <ul style="list-style-type: none"> The teacher shares information with colleagues about particular district or school initiatives. The teacher leads a district or school initiative or activity, if given the opportunity. 	<ul style="list-style-type: none"> The teacher shares information with colleagues about particular district or school initiatives. The teacher leads a district or school initiative or activity, if given the opportunity.
2	The teacher participates or has participated in the development or management of district and school initiatives and/or activities inside and outside of the classroom as well as those within the professional community of educators. The teacher has an awareness of the initiatives and activities led by his/her colleagues and supports their work.	<ul style="list-style-type: none"> The teacher can speak knowledgeably about current district or school initiatives and activities. The teacher attends school or district sponsored activities and participates in a constructive manner. The teacher actively volunteers to participate in school or district related activities. The teacher supports his or her colleagues when they lead activities. 	<ul style="list-style-type: none"> The teacher is aware of and has read recent communications from district leadership. The teacher attends a district-led information session The teacher volunteers to assist a colleague with a school or district activity or initiative. The teacher participates in a school-organized food drive by encouraging students to bring in canned goods.
1	The teacher does not demonstrate awareness of district or school initiatives and activities. The educator avoids participating in one or more activity or initiative and does not demonstrate supportive behavior toward the work of his/her colleagues.	<ul style="list-style-type: none"> When asked to support a district or school initiative, the teacher does not participate or participates in a non-constructive manner. The teacher does not demonstrate knowledge or demonstrates inaccurate knowledge of district initiatives and activities. 	<ul style="list-style-type: none"> When asked to attend a professional development session, the teacher is disengaged, does not complete the required work or is disruptive. The teacher does not read materials provided to him or her related to a district or school initiative. The teacher avoids assisting a colleague with a school or district activity when asked.

Professional Foundations Architecture: Artifacts and Evidence

Professional Foundations Component	In Action	Artifact-driven	Either
PF 1 <i>Maintains an understanding of and participates in school/district- based initiatives and activities</i>			X
PF 2 <i>Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</i>			X
PF3 <i>Acts on the belief that all students can learn and advocates for students' best interests</i>	X		
PF4 <i>Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents and other community members, in all actions and interactions</i>	X		
PF5 <i>Acts ethically and with integrity while following federal, state, district, and school policies</i>	X		
PF6 <i>Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning</i>			X
PF7 <i>Plans effectively based on accurate knowledge of how children learn and develop</i>		X	
PF8 <i>Uses data appropriately to plan instruction for a diverse group of learners</i>		X	



Scoring Part 1: Case Study Teacher Profile A



Purpose

- Align evidence with components
- Based on evidence collected, assign component ratings

Review the Case Study Profile

10 min.



Note where evidence supports particular PF components

10 min.



Review the annotated profile to compare component alignment.



p. 93

Scoring Part 2: Case Study Teacher Profile A



Review additional evidence such as a lesson plan or a professional growth plan



In groups, **select a rating for each assigned PF component** based on the evidence provided



In your group, **chart the PF components , your ratings, rationale, and feedback** you would provide



Group share



pp. 93-101

Professional Foundations Evidence Carousel



Generate a list of potential evidence that aligns with your Professional Foundations component



Carousel--Move to the next component and review what is already written; Generate and add new ideas



Repeat until you have reviewed all 8 components

Teacher Support and Development Process

Support and Development



The Rhode Island Model is designed to support teacher development by:

- **Outlining high expectations** that are clear and aligned to school, district, and state priorities;
- **Establishing a common vocabulary** for meeting expectations;
- **Encouraging student-focused conversations** to share best practices, and address common challenges;
- **Grounding teacher professional development** in data-driven collaboration, conferencing, observation, and feedback to meet shared goals for student achievement; and
- **Providing a reliable process** for educators to focus practice and drive student learning.



p. 17

Three Evaluation Conferences

- Beginning, Middle, and End-of Year

Self assessment (optional)

- optional reflective process
- use prior evaluation data to analyze and identify priorities for professional growth plan



See **p. 65** for
Conference
Planning Tools

Professional Growth Plan or Performance Improvement Plan

- One professional growth goal required (minimum)
- Goal(s) within a plan can span more than one school year, however, the activities and benchmarks for the goal should be identified for each year
- Clear action steps and benchmarks for meeting goal
- Aligned to the components within the teacher professional practice or professional foundations rubric
- Mid-Year Conference provides a formal opportunity for the teacher and evaluator to review the Professional Growth Plan and make adjustments, if necessary

Performance Improvement Plan for teachers rated as Developing or Ineffective, or who are in need of targeted support anytime during the school year

- ✓ *EPSS facilitates the conferencing and goal setting processes, and enables users to upload evidence related to professional growth plan*

Flexibility Factor: Schools and districts may determine that a school-wide approach for one professional growth goal is preferable



p. 19

Support and Development

Professional Growth Plans are one way professional development **initiatives can be integrated** with educator evaluation

- State, district, school initiatives include:
 - Transition to Common Core
 - Secondary Reform Work
 - Comprehensive Assessment System (CAS)
 - Instructional Management System (IMS)
 - Response to Intervention (RtI)
 - Data systems and data analysis
 - STEM curriculum and assessment
 - Effective common planning time protocols

Performance Improvement Plans – Targeted Support

- Educators who:
 - receive a final effectiveness rating of Developing or Ineffective, or
 - are determined to be in need of targeted support during the year, will work with their evaluator to develop a Performance Improvement Plan
- Performance Improvement Plans detail the more intensive support an educator will access to improve their practice
- Based on expectations established within RI Educator Evaluation System Standards
 - Work with an improvement team
 - More frequent benchmarks, greater monitoring
- Districts have flexibility to include additional requirements and expectations beyond RI Model minimum guidelines

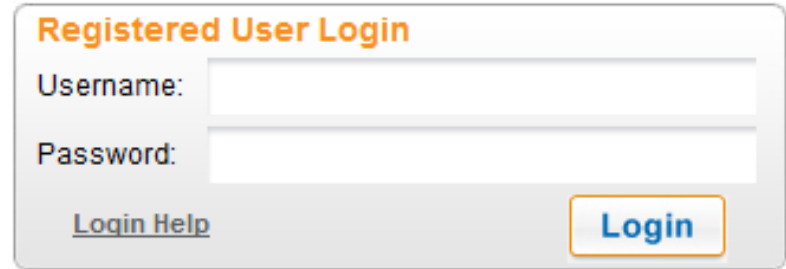
Stop and Jot

1. Identify any planned (or potential) professional development to be offered in your district or school during 2012-13.
 - Consider all district or school professional development efforts currently underway or planned for 2012-13.
 - What opportunities can teachers in your school integrate into their professional growth plan?
2. Think about how teachers can use these professional development opportunities in their professional growth planning.

Preparing for our next session:

Getting onto EPSS

1. Go to www.mylearningplan.com
2. Enter your training Username/
Password:
 - **“MM-DDlocation/ demo”**
3. Select DistrictAdmin tab at the top.
4. Select Process View from left nav.

A screenshot of a web login form titled 'Registered User Login' in orange text. It contains two input fields: 'Username:' and 'Password:'. Below the 'Password:' field is a blue underlined link that says 'Login Help'. To the right of the 'Password:' field is a blue 'Login' button with an orange border.



Session 2: EPSS

Objectives

Evaluators will:

- Understand the general layout and purpose of the educator and evaluator dashboards
- Practice using EPSS as teacher evaluators
- Understand how multiple data points come together on a Mid-Year Conference form
- Know how to access the EPSS support options

EPSS Purpose and Background

The purpose of the EPSS is to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation.

- Development background
- Plans for gathering feedback
- Continued development
- Help resources



p. 10

RIDE's Use of Evaluation Data

- Certain data elements required for reporting purposes: **component level** and **summative** ratings from every educator
- Summative ratings are tied to certification and therefore need to be reported to RIDE
- RIDE will not publish any evaluation information associated with any individual
- However, RIDE may want to research more deeply at an **aggregate** level and **anonymously**

Additional info:
Commissioner's
March 9th letter

September 2012

Spring 2013

- Dashboards
- Professional Goal Setting
- Artifact Uploading and Tracking
- Conferences
- Student Learning Objectives
- Observations and Site Visits

- Growth Roster Verification
- Evaluation Criteria and Final Effectiveness Rating Calculations

Reference “EPSS 2012-2013 Implementation Overview”

Supports and Resources for EPSS



Rhode Island Department of Elementary and Secondary Education

Home | Board of Regents | Data | News | Offices | FAQ

Inside RIDE | Public Schools | Learning | Teachers & Administrators | Students, Families & Community

Home > Educator Quality > Educator Evaluation > RIDE - Educator Performance and Support System (EPSS)

Office of Educator Quality and Certification

EDUCATOR PERFORMANCE AND SUPPORT SYSTEM (EPSS)

The Educator Performance and Support System (EPSS) is an online tool to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation. The EPSS provides a tested, yet customized online system to streamline and support the Educator Evaluation work throughout the state.

LEARN ABOUT THE SYSTEM | **TRAINING** | **FREQUENTLY ASKED QUESTIONS** | **TUTORIALS AND GUIDES**

The Educator Performance and Support System (EPSS) is the statewide online data system that RIDE has developed to capture all critical information associated with the implementation of teacher and administrator evaluations and to serve as the system of record for evaluation data.

Rhode Island educators will have access to a variety of resources as they learn to use the system to support their evaluation work. In order to meet the needs of new system users, RIDE will offer a combination of in person training sessions for District Configuration Administrators, train-the-trainer resources for districts, Q and A sessions, and online video training modules. Here is a listing of available resources:

A printer-friendly version of this list may be downloaded [here](#)

Training Type:	Rhode Island Model Summer Academies (EPSS Overview)
Dates & Times:	July 9th- August 23rd
Participants:	Personnel Evaluating Teachers and Personnel Evaluating Administrators using the RI Model
Content:	Personnel Evaluating Teachers and Personnel Evaluating Administrators will gain familiarity with the EPSS, basic navigation, and selected core functionality.
For more information:	www.ride.ri.gov/EducatorQuality/EducatorEvaluation/TrainingReg.aspx

Training Type: EPSS Overview, District Configuration, In-person

Dates & Times: In-person

Participants: District Configuration Administrators, District Configuration Administrators

Content: EPSS Overview, District Configuration, In-person

Deborah A. Gist
Commissioner

Wednesday, July 25, 2012

Search

Educator Evaluation

- ▶ Educator Evaluation Home
- ▶ Evaluation Standards
- ▶ RI Model Guides and Forms
- ▶ Student Learning Objectives
- ▶ RI Growth Model
- ▶ Educator Performance and Support System (EPSS)
- ▶ Training Registration
- ▶ Training Resources
- ▶ RI Model FAQs and Guidance
- ▶ RI Model Advisory Groups
- ▶ District Designed Systems
- ▶ Related Links
- ▶ Announcements
- ▶ Educator Quality Home

The Rhode Island Model Guide to Evaluating Building Administrators and Teachers


Contact Us

Office of Educator Quality and Certification: EdEval@ride.ri.gov

Resources available include:

- RIDE EPSS site
- EPSS Training Packet
- Sample videos

EPSS Educator Dashboard


Refresh | User | Account | Sign out | Help

My Dashboard: Gary Ashworth
Hidden Valley School District
McDonald Middle School

Breadcrumbs / Go / Here

My Evaluation Cycle

EDUCATOR INFO

- Conferences
- Final Effectiveness Rating
- Observations
- Professional Development
- Professional Goal Setting
- SLOs

SCHOOL INFO


- [School Improvement Plan](#)
- [Schoolwide SLO](#)

LEA INFO

- [District Strategic Plan](#)

Select Year: 2012-2013

Effective leaders in every school.



Effective teachers in every classroom.

Calendar

« Jan 2012 »

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Legend:

- Beginning of Year Conference
- Mid-Year Conference
- End of Year Conference
- Observations
- Multiple

Student Learning Objectives
Professional Growth Goals

All
Needs Revision
In Progress
Submitted
Approved

Task	Due Date	Action	Status	Last Modified
Student Learning Objectives	10/25/2012	Edit	In Progress	10/25/2012
Professional Growth Plan	10/25/2012	View	APPROVED	10/25/2012
Schedule Beginning of Year Conference	10/25/2012	View	SCHEDULED	10/25/2012
Schedule Announced Observation	10/25/2012	Create	In Progress	10/25/2012
Schedule Mid-Year Conference	10/25/2012	Create	In Progress	10/25/2012
Schedule End of Year Conference	10/25/2012	Create	In Progress	10/25/2012

Dashboard descriptions found on p. 3 of your EPSS Training Packet

EPSS Evaluator Dashboard



[Sign out](#) | [Help](#)

My Dashboard: Gary Ashworth

Hidden Valley School District

McDonald Middle School

[Breadcrumbs](#) / [Go](#) / [Here](#)

My Evaluation Cycle

My Caseload

REPORTS

- [Caseload Detail View](#)
- [Detail Reporting](#)
- [Trend Reporting](#)
- [Rubric Reporting](#)

SCHOOL INFO

- [School Improvement Plan](#)
- [Schoolwide SLO](#)

LEA INFO

- [District Strategic Plan](#)

ADMIN TOOLS

- [PD Catalog Management](#)
- [File Library](#)

Evaluation Administration - Process View

Status: Type: Building: Last Name:

Name	Evaluation Type	Evaluation Period	Progress	Status	
Allipa, Dave	Experienced Teachers	08/01/2011-06/30/2012	1 of 5	In Progress	
Ateer, Mark	Experienced Teachers	08/01/2011-06/30/2012	2 of 5	In Progress	
Ewer, Reeve	Experienced Teachers	08/01/2011-06/30/2012	5 of 5	Complete	
Goodnight, Mary	Experienced Teachers	08/01/2011-06/30/2012	0 of 5	Incomplete	
Smith, John	Experienced Teachers	08/01/2011-06/30/2012	4 of 5	In Progress	

Page 1 of 1 Displaying users 1-10 of 10

Allipa, Dave (Ride_Demo15 Experienced Teachers)

Building: HS

Evaluation Profile

Component Name	Progress	Status	
Beginning of Year: Teach...	1 of 5	In Progress	
Classroom Observation	2 of 5	In Progress	
Mid-Year: Teachers	5 of 5	Complete	
Classroom Observation	0 of 5	Incomplete	
End-of-Year: Teachers	4 of 5	In Progress	

Caseload Configuration

- Late August
- Principals should see all of the teachers in their building (pre-populated by RIDE using verified data)
- Other building administrators will be assigned their caseloads by the designated District EPSS Configuration Administrator

Manage a Sample Caseload: Process View

My Caseload



Evaluation Administration - Process View

Status: Type: Building: Last Name:



Name ▾	Evaluation Type	Evaluation Period	Progress	Status	
Allipa, Dave	Experienced Teachers	08/01/2011-06/30/2012	<div><div></div></div> 1 of 5	In Progress	
Ateer, Mark	Experienced Teachers	08/01/2011-06/30/2012	<div><div></div></div> 2 of 5	In Progress	
Ewer, Reeve	Experienced Teachers	08/01/2011-06/30/2012	<div><div></div></div> 5 of 5	Complete	
Goodnight, Mary	Experienced Teachers	08/01/2011-06/30/2012	<div><div></div></div> 0 of 5	Incomplete	
Smith, John	Experienced Teachers	08/01/2011-06/30/2012	<div><div></div></div> 4 of 5	In Progress	


1. Sort, Filter, Move Columns.
2. View Evaluation Profiles (below).
3. Expand the Evaluation Profile of demo teacher to see forms.


Schedule an Observation

Element Name	Schedule/Assigned Admin	Status		
Classroom Observation Fee...	Not Scheduled	Not Scheduled		

1. Click Calendar icon.
2. Enter information.
3. Optionally assign a Complementary Evaluator from Administrator list.
4. Submit.
5. View blue Calendar export link.



Classroom Observation #3


Date: 06/12/2012 

Time: 10:00 AM 

Duration (minutes): 0

Location:

Administrator: Evaluator, Elaine 

Notes:

Notify User: ☒

Submit Cancel

Complete an Observation Form

1. Capture notes in textbox and via Scratch Pad.

Classroom Observation Notes

(These notes are viewable only to the evaluator.)

abc

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Tahoma

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A⁻

🔍

ab

02/09/2012 9:09 am Teacher orally stated learning goals...

Scratch Pad

Students...

Students worked in pairs to review their work...

Teacher asked a probing question.

2. Score the sample interactive rubric.

Classroom Observation Feedback

Teacher Professional Practice Domain 2: The Classroom Environment

Component	(4)	(3)	(2)	(1)
2a: Creating an Environment of Respect and Rapport				
	Enter Rationale			
2b: Establishing a Culture for Learning				
	Enter Rationale			
2c: Managing Classroom Procedures				
	Enter Rationale			
2d: Managing Student Behavior				
	Enter Rationale			
Rubric Score: 14/16				

3. Enter rationale.

Enter Rationale

abc

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A⁻

🔍

ab

Enter rationale here...










Teacher View of Completed Classroom Observation Form

Date of Observation:	10/19/2011
Start Time of Observation:	8:45am
End Time of Observation:	9:30am
Observation Type:	Announced
Classroom Observation Feedback	
Teacher Professional Practice Domain 2: The Classroom Environment	
2a: Creating an Environment of Respect and Rapport - (3)	
Rationale: Evaluator enters rationale here for teacher to view...	

Teacher Professional Practice Component Report Domain 3: Instruction			
Criteria	Classroom Observation #1	Classroom Observation #2	AVERAGE
3a: Communicating with Students	3	4	3.5
3b: Using Questioning and Discussion Techniques	3	3	3
3c: Engaging Students in Learning	3	3	3
3d: Using Assessment in Instruction	4	3	3.5
TOTALS:	13	13	
		26/32	
Priority Feedback			
Using component rationale, enter priority feedback below.			
Priority Feedback: Evaluator enters priority feedback...			
<input type="button" value="Print"/> <input checked="" type="button" value="Acknowledge"/> <input type="button" value="Comment"/>			

Review Artifact Upload Process

1. Click Add Artifact.
2. Enter artifact information.
3. Upload file.
4. Click Save.

+ Add Artifact				Search		Show Previous Cycles	
Name	Upload Date	Upload User	File				
Artifact 1	6/1/2012	06-04RIDET02	Artifact_1.docx				
Artifact 2	6/1/2012	06-04RIDET02	Artifact_2.pdf				
Artifact 3	6/1/2012	06-04RIDET02	Artifact_3.wav				

Upload File

Name:

First Semester Journal

Description:

This journal sample shows...]

Types:

Choose the Artifact Types...

Categories:

Choose the Artifact Types...

Alignment:

Choose a Rubric...

Choose a Criteria

+ Add Criteria

Rubric

Criteria

File:



Select a file

Save

Clear Form

Review Mid-Year Conference Form

1. Review and analyze data points that are pre-populated on the form.
2. Enter data into fields at the bottom.
3. Click Submit.

Rhode Island Department of Elementary and Secondary Education

Teacher Mid-Year Conference

User Information	
Name: Dave Allippa (RIDE_Demo15)	Title: RIDE_Demo15
Building: HS	Department: Mathematics
Grade: Grade 06	Evaluation Type: Teacher
Assigned Administrator: Robinson, Greg	Date Completed: 05/23/2012 11:25 PM
Submitted By: Robinson, Greg	Date Acknowledged: Unacknowledged
Finalized By: Robinson, Greg	Evaluation Cycle: 08/01/2011 - 06/30/2012

Date of Conference: 4/27/2012

Student Learning Objectives

Use the original student learning objective (SLO) descriptions to discuss each objective. If revisions to objectives are necessary based on evidence presented at the conference, make those revisions on the relevant SLO form(s) and make sure the SLO set is re-submitted for approval.

Student Learning Objective Descriptions (01/01/2012 - 12/31/2012)

EPSS Components

System Components Available Upon Launch:

- **Dashboards**
- **Caseload Management: Process View**
- **Observations/ Professional Practice**
- **Conferences**
- Professional Goal Setting/ Professional Foundations
- Student Learning Objectives

Now you try:

1. Log on to the EPSS training site
2. Access the EPSS training video
3. Complete the guided exploration



RI Model Academy for Personnel Evaluating Teachers:

Day 2: Professional Foundations, Support and Development,
Educator Performance and Support System (EPSS), Formative
Coaching

(Afternoon)

Formative Coaching and Supervision



Session 3: Improving Student Achievement Through Formative Coaching

Objectives

Evaluators will:

- Deepen understanding of working with adult learners
- Practice using classroom observation data to prepare and deliver feedback
- Use a variety of tools and protocols for assessing teacher performance and providing feedback using the language of coaching

Formative Coaching and Supervision

Quick reflect:

Reflecting on the conferencing and the coaching of staff, what are your strengths and what are your areas of needed growth?

Turn to an elbow partner and share your response.

New Teacher Center

When we focus on teachers, students succeed

The New Teacher Center is a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, surveys, and research. Educators and policy makers nationwide participate in the organization's Annual Symposium, the premier forum for teacher induction. Since 1998, the NTC has served over 49,000 teachers and 5,000 mentors, touching millions of students across America.

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Formative Coaching and Supervision

Based on what you know about adult learners and your experience with the Rhode Island Model...

What characteristics of the Rhode Island process will be the most effective in transforming teacher practice?

-
-
-
-

Formative Coaching and Supervision

Some Thoughts on Adult Learners

- “Adults want to be the origin of their own learning and should therefore have some control over the what, who, how, why, when and where of their learning.”
- “Adults come to the learning process with self-direction and a wide range of previous experiences, knowledge, interests and competencies.”
- “Adults will resist activities they see as an attack on their competence.”

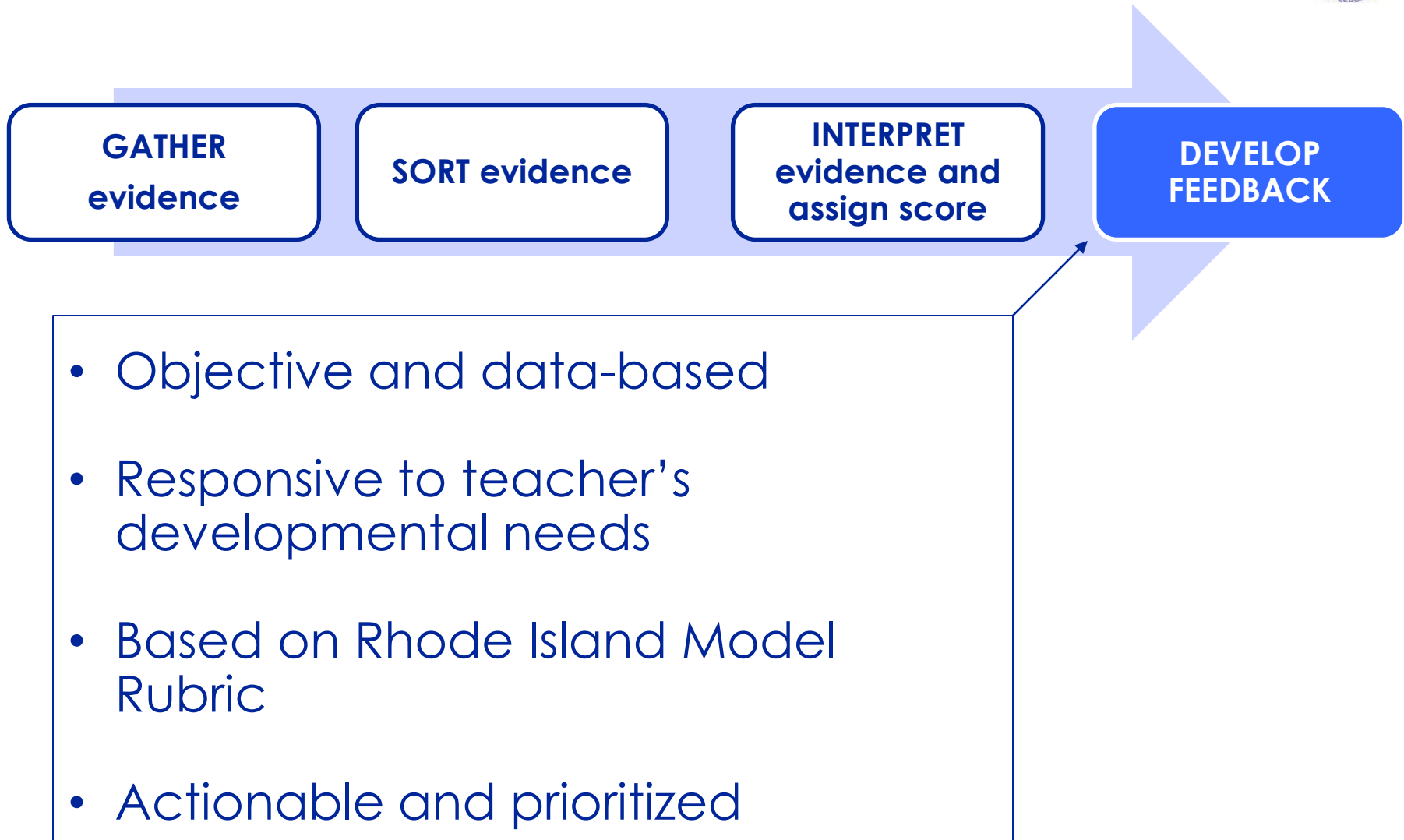
Marsha Speck and Carol Knipe, *Why Can't We Get It Right? Professional Development in Our Schools*

ASSUMPTIONS

- **Adults have a drive toward competence, which is linked to self-image and efficacy**

Adapted from the work of Linda Lambert, Professor,
Department of Educational Leadership,
California State University, Hayward

Thinking Behind the Feedback



Examples of Objective Evidence



“The teacher asks students to think of a time when they...”

“The teacher lets students choose the media and format for their weekly analysis of physics in real life.”

“Students submit a written self-assessment describing what they have learned.”

Your evidence would fit into this sentence frame:



Impact

As a result of (evidence)...

OR

The impact on student learning is...

Your “evidence” would fit into this sentence frame:

Impact: *As a result of your activity... OR The impact on students is...*

“As a result of your activity students could provide information, share ideas, and demonstrate understanding as well as clarify their misconceptions.”

“As a result of your exit slip your students were able to reflect on the entire lesson before finishing class”

“As a result of being active participants the students were able to make personal connections to the content being presented. They developed their understanding of the material through that participation and connection making.”

“As a result of the depth of knowledge questions students were actively engaged in their discussions.”

Evaluators are Instructional Leaders

and coaches too...

Evaluators for Teachers

Personnel Evaluating Teachers

- Participate in all evaluation conferences
- Gather evidence about teacher's performance
- Review student data and evidence of student progress on a class level
- Approve Student Learning Objectives, Assessments and Professional Growth Goals
- **Provide ongoing, regular feedback to teacher**
- Conduct classroom observations
- Assign final effectiveness rating

Take notes on classroom activity:

- What is the teacher doing/saying?
- What are students doing/saying?
- What is the physical space like?

Ongoing feedback based on multiple classroom observations, data, targeted development activities, and other information

Feedback is Essential



“Feedback is essential for learning at the individual, group, or organizational level. It is feedback that can help people see the discrepancy between what they think they are doing and what they are actually doing.”

Robert Hargrove,
Masterful Coaching

Feedback



- Base your feedback on observable evidence
- Reinforce evidence of effective practice
- Be specific rather than general and prioritize feedback
- Describe
- Note the impact of the teacher's behavior on the students
- Attend to the teacher's stated needs or area of focus

What will serve you...

- An approachable voice
- Acceptance, empathy
- Open ended questions
- Plural forms (goals, possibilities)
- Present tense (How do you...?)
- Positive presuppositions
- Inquiries frames with tentativeness



Paraphrasing



Communicates that the listener has...

HEARD

UNDERSTOOD and

CARES



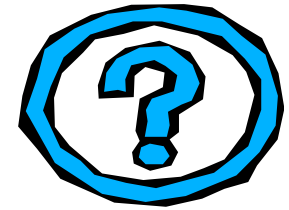
Paraphrasing involves restating or summarizing.

Stems:


“So,...”

“What I hear you saying...”

Clarifying



Communicates that the listener has...
HEARD what the speaker said, but does
NOT fully UNDERSTAND what was said.

 Clarifying involves **ASKING A QUESTION**
(direct or implied) to gather information, get clarity,
develop a focus, etc.

Stems:

“Would you tell me a little more about...?”

“Could you give me an example of...?”

Mediational Questions



Help the teacher...

COMPARE & CONTRAST what was planned with what happened.

HYPOTHESIZE what might happen

ANALYZE what worked and what didn't

IMAGINE possibilities



CHAI

Stems:

“What criteria do you use to...?”

“How do you decide...?”

“What would it look like if?”

“How is it different from (like)...?”

Seeking permission to provide direct instruction, that honors the adult's control over learning.

"Would you like more information about...?"

"Would it be helpful if we spent time looking at...?"

Stems:

"A couple of things to keep in mind..."

"Some teachers have tried... it might work for you."

"Sometimes it's helpful if..."



Trio Coaching Conversation



Decide who will be **A**, **B** and **C**

A = educator **B** = evaluator **C** = observer



1. Role Play a Mid Year Conference: (**A** and **B**) (8 minutes)
 - o Use the *Observation Feedback Form* and *Coaching Language*
 - o Take notes focusing on the evaluator's language using the *Conference Observation Template* (**C**)
2. Debrief: **C** shares the observation data uninterrupted while **A** and **B** listen (3 minutes)
3. All 3 engage in a conversation about the conference (3 minutes)

Session Closure



- 3 Things I learned about Formative Coaching**
- 2 Things I want to remember above all else**
- 1 Question I still have**

Day Two Closure

Day Two Reflection and Feedback:

-Please **complete the online survey** emailed to you before you leave

-On post-its please list:

- One thing that worked today
- One suggestion for improving the training

Resources

RIDE website: <http://www.ride.ri.gov/>

Evaluation email: EdEval@ride.ri.gov

*RIDE staff members will respond to your context-specific questions.